

Project Summary Report

December 2008

RAINIER TRAFFIC
SAFETY PROJECT



Stop Look Live

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Stop Look Live

This report summarizes the actions taken during the Rainier Traffic Safety Project. The project was the first of its kind to be implemented in a dense urban corridor and also served as a pilot for future projects in similar areas. The project lasted 2 ½ years from April 2006 to October 2008 and was funded by the WA Traffic Safety Commission (WTSC), WA State Department of Transportation (WSDOT) and Seattle Department of Transportation. It stretched 7.5 miles from Dearborn Street in the north to city limits in the south.

The goal of the Corridor Traffic Safety Program is to reduce collisions on roads using low-cost, near-term solutions through partnerships with community groups, business, engineering, enforcement, education, and emergency services organizations. The program is locally led and coordinated in each community. Solutions are based on collision analysis related to collision type, weather, person's age, cause, location, time of year and day, etc. and local stakeholder experiences.

WSDOT compared data from the two year project period to a three year period previous to the project. Key findings include:

- The total number of injuries decreased eight percent
- The total number of collisions decreased by one percent

The rest of the report summarizes the activities implemented, factors such as major construction along Martin Luther King that could have impacted conditions along the corridor, project results, and lessons learned.

The project team extends their thanks to the 35 member task force including local residents, business associations, non-profits and King County Public Health for their time and dedication.

Summary of Activities

The project employed a three pronged approach to enhancing safety along the corridor: street improvements, enforcement and education. The following summarizes activities implemented and if appropriate the results from each category. The results of the project are included in Appendix A.

Street Improvements (\$189,740 invested)

Program dates: 01/01/07 to 9/30/08

- Eight Rainier Traffic Safety Project signs were installed along the corridor.
- Street name signs from Jackson Place to south city limits were replaced with new ADA compliant signs improving wayfinding and meeting a national requirement.
- A sign inventory was conducted. SDOT counted 820 regulatory signs, noted 107 were missing and ultimately replaced, installed or cleaned about 400 signs to make it easier for people to find their way along the corridor.
- Work has started to add large overhead street name signs at signalized intersections
- King County Metro restriped all bus stops to improve visibility and discourage parking within bus zones.
- Countdown pedestrian signals were installed at five intersections: Bayview, McClellan, Ferdinand, Orcas and Othello to help walkers cross the street successfully.
- LED pedestrian crossing pushbuttons were installed at three locations: Edmunds, Genesee and Massachusetts to make crossing signals more responsive to walkers.
- Signal timing at the Henderson and Rainier intersection was adjusted to give lead time to pedestrians.
- Signal timing along the entire corridor was evaluated and signals were optimized
- A protected left hand turn was installed eastbound on Rainier at Genesee.
- Photo enforcement (red light cameras) was installed in northbound and southbound directions at Orcas.
- Left hand turns were restricted at Leticia southbound on Rainier.
- On-street parking spaces south of Seward Park Avenue and near Genesee were restriped.
- Parking north of Genesee was evaluated for safety issues. SDOT is working with local businesses to decide which of three options is best:
 - Leave the parking as is
 - Increase parking restrictions during peak hours
 - Eliminate parking
- Four radar speed signs were installed: southbound near Court Street, northbound near 39th Avenue S, southbound near Rainier Place S, northbound near Ithaca Place

- New speed limit signs were installed above the radar speed signs and in seven new locations between Forest and Jackson streets
- Merge signs and crossing warning signs were installed near where the road diet starts near Ithaca Place
- The crosswalk north of Seward Park Avenue no longer met national standards and was relocated to improve walker safety.
- Pedestrian islands were installed at crosswalks along the existing road diet portion of the corridor to improve walker safety and prevent drivers from passing in the two-way, left-turn lane
- The intersection at Oregon was evaluated and determined to warrant a full signal. The project is currently included in the 2009 budget.

Enforcement

Both the WA State Liquor Board and Seattle Police Department received funding for overtime along the corridor. The following statistics only include violations and work done during the overtime. It does not include regular operations.

Seattle Police Department Activities (\$45,000 invested for about 750 additional hours of service)

Program dates: 6/23/06 to 6/27/08

Violation Type	Total
Speed (Radar)	1,716
Speed (Pace)	17
Right of Way (Vehicles)	3
Right of Way (Pedestrian)	4
Lane Violations	49
Signal/Stop Signs	44
Following to Close	10
Turns	33
Driving Under the Influence (DUI) On-View	7
DUI Patrol	2
DUI Accident	1
Drug Recognition Expert (DRE) On-View	0
DRE Patrol	1
DRE Accident	0
Reckless Driving	4
Negligent 1st	1

Negligent 2nd	5
Inattention to Driving	8
Operator's License	226
Pedestrian Infraction	14
Defective Equipment	130
Vehicle License	268
Seat Belt	157
Car Pool/Bus Lane	16
Insurance Proof	702
Other Charges	43
MISD. ARRESTS	14
FELONY ARRESTS	1
PATROL CALLS	2
PATROL X-RAYS	11
TOTAL CHARGES	3,471
TOTAL CITATIONS	3,389
TOTAL PARKING CITATIONS	3
TOTAL CTC CITATIONS	157

WA State Liquor Board Activities (\$9,000 invested for over 200 extra hours of service)

Year One - Set Up, Kick Off and Overview:

Program dates	8/1/06 through 9/30/07
Hours allotted	160
Total hours used	151 hours
Emphasis completed	4
Number of Targeted locations	78
Total locations contacted	78 (kick-off w/ educational visits)
Number of violations observed	12
Officers used	8

Types of licenses in project area

Spirits/Beer/Wine/Restaurant/lounge
Spirits/Beer/Wine/Restaurant

Spirits/Beer/Wine/Restaurant-service bar
 Tavern-Beer/Wine
 Grocery Store-Beer/Wine
 Private Club- Spirits/Beer/Wine
 Restaurant -Beer/Wine
 Snack Bar

Types of violations

Sales to Minors	8
MAST permits	0
Signage violations	0
License violation	1
Over service violation	3
Obstructing violation	0

Other activities

Compliance checks	25
Identification checks	n/a
Bar sweeps	21
Discontinued businesses	0

Training offered

ID/OS briefing classes
 Rainier Traffic Safety Project information distributed pre-Kick Off at Visits (English/Korean)
 Responsible liquor and tobacco sales classes (English & Korean)

Year Two – Overview of Activities:

Program dates	10/01/07 through 09/30/08
Hours allotted	87.7 hours
Total hours used	78.5 hours
Emphasis completed	5
Number of targeted locations	78
Total locations contacted	55
Number of violations observed	31
Officers used	12

Types of licenses in project area

Spirits/Beer/Wine/Restaurant/lounge
 Spirits/Beer/Wine/Restaurant

Spirits/Beer/Wine/Restaurant-service bar
Tavern-Beer/Wine
Grocery Store-Beer/Wine
Private Club- Spirits/Beer/Wine
Restaurant -Beer/Wine
Snack Bar

Types of violations

Mandatory Alcohol Server Trainer permits	12
Signage violations	12
License violation	04
Over service violation	02 (Administrative violation issued)
Obstructing violation	01 (physical arrest made)

Other activities

Compliance checks	06 (no under age sales occurred)
Identification checks	10
Bar sweeps	21 (premises with lounges and taverns)
Discontinued businesses	02

Training offered

Responsible Liquor & tobacco sales classes (English & Korean)
Handouts including Rainier Traffic Safety Project rack cards

Education Activities (\$105,000 invested)

Copies of outreach material and safety training modules are included in Appendix B and C. Program dates were from April 06 to October 08.

- Materials to promote the project and educate residents, businesses and commuters were developed including: a logo, rack card, posters, bookmarks with safety quizzes, pens, reflective zipper pulls, litter bags, chocolates and window clings.
- The majority of materials were developed in English, Spanish, Somali, Vietnamese and Chinese. These were chosen based on the most commonly spoken languages at nearby King County Public Health Clinics.
- A project web site was created.
- A press conference and crosswalk action launched the project.
- Two crosswalk actions (pedestrians and bicyclists safely crossing Rainier holding project signs and distributing safety information) were held one during Walk to School Week and one during Drive Nice Day.

- Project participants marched in the Rainier Heritage Parade distributing outreach materials in 2007 and 2008.
- Two focus groups were conducted to understand which messages work with males between 20 and 40 years old (this group is most commonly involved in collisions). One focus group was done in Vietnamese and one in English.
- Billboards encouraging safe behavior were posted in two 16 week segments along the corridor. The first campaign targeted speeding and the second focused on pedestrian safety with a special emphasis on driver attentiveness.
- Decals using an artists renderings of safe pedestrian and bicycle behavior were installed the majority of traffic signal control cabinets along Rainier.
- Four safety modules (ped/bike, bus rider, driver, set belt/car seat) were developed and community members trained to hold work sessions focused on elderly, youth and immigrants.
 - Representatives were asked to teach four, 30-minute traffic safety classes, using the lesson plans received during training and talk with 10 family members, friends, acquaintances, co-workers, or peers about traffic safety
 - Eleven representatives from the East African community, Vietnamese community, African American community, and Elderly community attended the trainings. One youth representative was present at the first training, however they did not continue.
 - Based on initial feedback participants are successfully disseminating information to their respective communities. Some participants hit the ground running and finished giving their talks in less than two weeks. Thus far, participants have reached out to schools, community centers, church groups, and health groups. However, extra effort is needed in assisting the elderly participants with completing the talks

Challenges

- Residential and business density along Rainier Avenue S is significantly greater than a typical traffic safety corridor, which means that the saturation level is lower per person for each public awareness dollar spent
- Sound Transit started construction of light rail along Martin Luther King mid 2004. Construction levels were at their height during the project and shifted additional traffic on to Rainier
- Grant funding requirements delayed implementation of street improvements until 2007, about seven months after the project launched
- Over 67 different languages are spoken along the corridor. Limited funds for translations and cultural differences made it a challenge to reach some residents and business owners as part of the education and awareness effort
- The Rainier Traffic Safety Project was part of the Southeast Seattle Transportation Study. Because the same stakeholders were being relied on to inform both initiatives, some people may have dropped out of the process due to overload

Lessons Learned

- An economic incentive is an influential factor for behavior change
- It is challenging to engage schools due to lack of staff/resources, and students—due to lack of follow-through on their part
- If possible, use local artists to develop artwork to engage and take advantage of community pride
- Integrate electronic media like blogs, You Tube and Facebook into outreach effort
- Launch safety training early rather than later in the project so that improvements can be captured in the data
- Window clings and posters are not in high demand, or the project did not design an effective give-away program/compelling window cling or poster
- Pens, zipper pulls and chocolates worked best as give-aways
- Integrate education activities more closely with enforcement patrols. For example, the pedestrian billboard campaign occurred several months after the SPD jaywalking emphasis patrol and would have been more effective if conducted concurrently.

Appendix A—Data Comparison

Overview

Total number of collisions

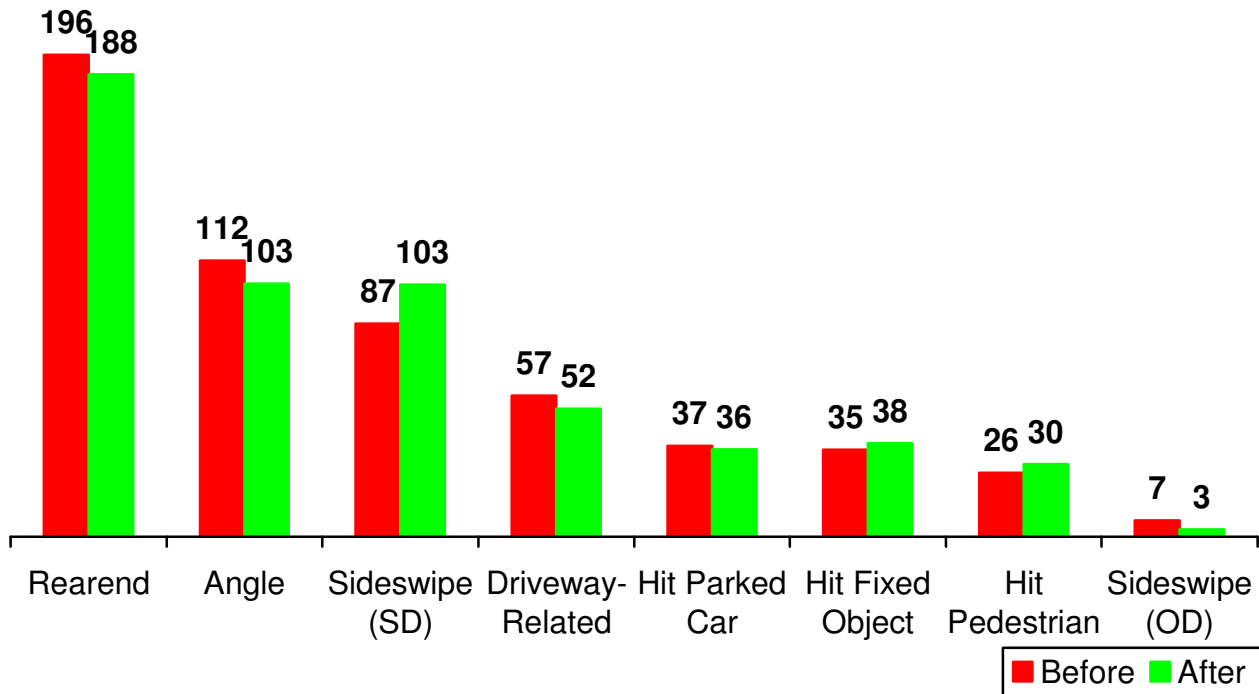
- Before (3 years) = 1,767 (589 / year)
- After (2 years) = 1,171 (586 / year)
- Note that the decrease in total collisions occurred during a time that more traffic was on Rainier Ave S due to the MLK light rail construction.

Total number of injuries

- Before (3 years) = 1,043 (348 / year)
- After (2 years) = 643 (322 / year)

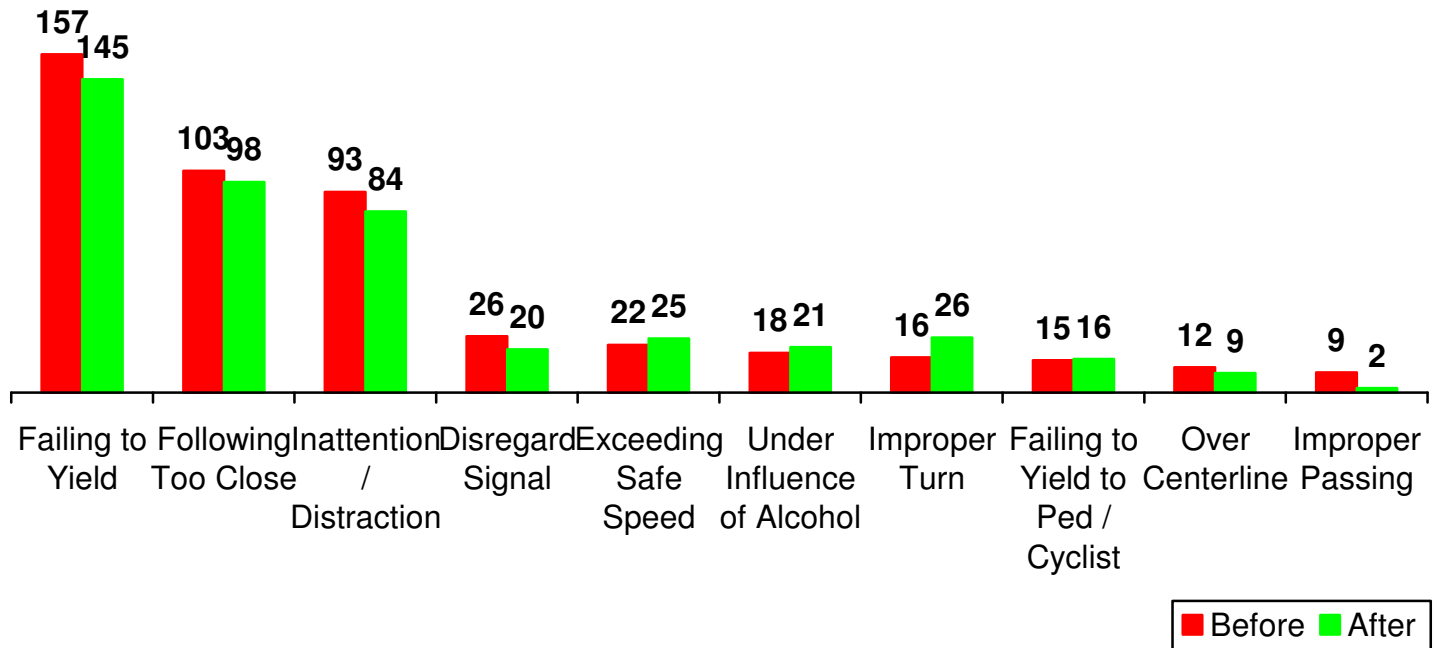
Collision Type Before & After Comparison (Avg. Year)

Rainier Ave S from South City Limits to Boren Ave S
4/27/02-4/26/05 vs 4/27/06-4/26/08



Contributing Causes Before & After Comparison (Avg. Year)

Rainier Ave S from South City Limits to Boren Ave S
4/27/02-4/26/05 vs 4/27/06-4/26/08



Noteworthy results

Total Collisions – Down one percent

Total Injuries – Down eight percent

Top Collision Types

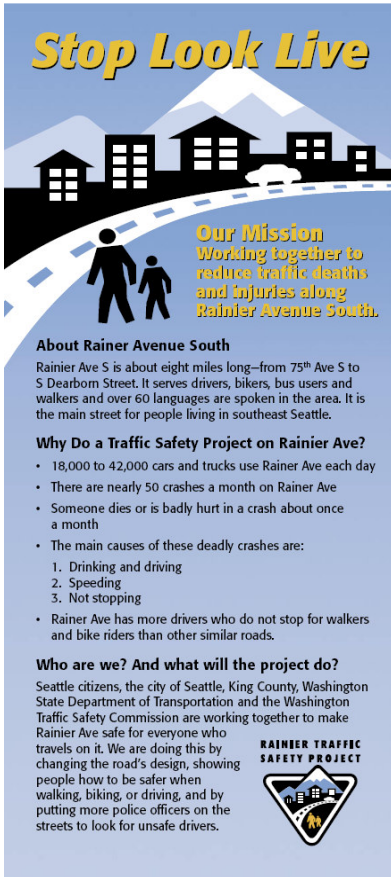
- Rearend – Down four percent
- Angle – Down eight percent

Top Causes of Collisions

- Failing to Yield – Down seven percent
- Following Too Close – Down five percent
- Inattention / Distraction – Down ten percent

Appendix B—Sample of Outreach Materials

Rack Card



Stop Look Live

Our Mission
Working together to reduce traffic deaths and injuries along Rainier Avenue South.

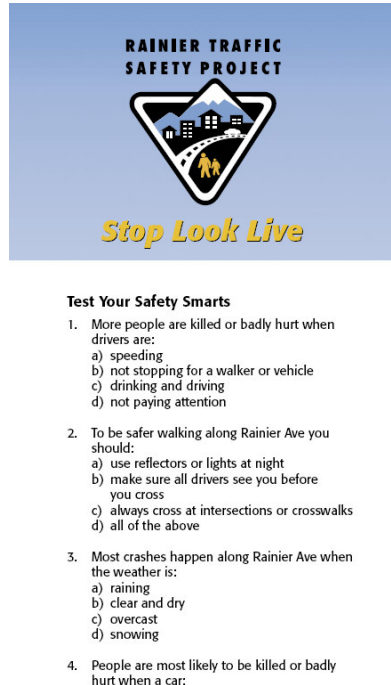
About Rainier Avenue South
Rainier Ave S is about eight miles long—from 75th Ave S to S Dearborn Street. It serves drivers, bikers, bus users and walkers and over 60 languages are spoken in the area. It is the main street for people living in southeast Seattle.

Why Do a Traffic Safety Project on Rainier Ave?

- 18,000 to 42,000 cars and trucks use Rainier Ave each day
- There are nearly 50 crashes a month on Rainier Ave
- Someone dies or is badly hurt in a crash about once a month
- The main causes of these deadly crashes are:
 - Drinking and driving
 - Speeding
 - Not stopping
- Rainier Ave has more drivers who do not stop for walkers and bike riders than other similar roads.

Who are we? And what will the project do?
Seattle citizens, the city of Seattle, King County, Washington State Department of Transportation and the Washington Traffic Safety Commission are working together to make Rainier Ave safe for everyone who travels on it. We are doing this by changing the road's design, showing people how to be safer when walking, biking, or driving, and by putting more police officers on the streets to look for unsafe drivers.

RAINIER TRAFFIC SAFETY PROJECT



RAINIER TRAFFIC SAFETY PROJECT

Stop Look Live

Test Your Safety Smarts

- More people are killed or badly hurt when drivers are:
 - speeding
 - not stopping for a walker or vehicle
 - drinking and driving
 - not paying attention
- To be safer walking along Rainier Ave you should:
 - use reflectors or lights at night
 - make sure all drivers see you before you cross
 - always cross at intersections or crosswalks
 - all of the above
- Most crashes happen along Rainier Ave when the weather is:
 - raining
 - clear and dry
 - overcast
 - snowing
- People are most likely to be killed or badly hurt when a car:
 - hits the back of another car
 - hits a non-moving object
 - hits a walker or bike rider
 - hits a parked car

Zipper Pull



Bookmarks

<p>Test Your Safety Smarts</p> <p>More people are killed or badly hurt when drivers are:</p> <ol style="list-style-type: none"> speeding not stopping for a walker or vehicle drinking and driving not paying attention <p>測試您的交通安全智商</p> <p>司機的以下行為會導致更多的人死亡或重傷？</p> <ol style="list-style-type: none"> 超速開車 不為行人或車輛停車 酒後開車 注意力不集中 	<p>Ponga a prueba sus conocimientos sobre la seguridad</p> <p>Más gente muere o sufre lesiones graves cuando los conductores:</p> <ol style="list-style-type: none"> conducen a velocidades excesivas no se detienen para un peatón o vehículo beben y conducen no prestan atención <p>Trắc Nghiệm Sự Hiểu Biết Của Quý Vị Về An Toàn</p> <p>Nhiều người bị chết hoặc bị thương nặng khi người lái xe:</p> <ol style="list-style-type: none"> chạy quá tốc độ không dừng lại cho khách bộ hành hoặc xe cộ lái xe khi có uống rượu không chú ý 	Answer: c, Respuesta: c, Trả lời: c, 答案: c
<p>Test Your Safety Smarts</p> <p>To be safer walking along Rainier Ave you should:</p> <ol style="list-style-type: none"> use reflectors or lights at night make sure all drivers see you before you cross always cross at intersections or crosswalks all of the above <p>測試您的交通安全智商</p> <p>要在 Rainier Ave 上行走得更安全，您應當：</p> <ol style="list-style-type: none"> 在晚間使用反光器或燈 過馬路之前確定所有司機都看到您 務必在交叉路口或人行道過馬路 以上均是 	<p>Ponga a prueba sus conocimientos sobre la seguridad</p> <p>Para estar más seguro al caminar a lo largo de Rainier Ave usted debería:</p> <ol style="list-style-type: none"> usar reflectores o luces en la noche asegurarse de que todos los conductores le vean antes de que usted cruce cruzar siempre en las intersecciones o pasos peatonales todo lo anterior <p>Trắc Nghiệm Sự Hiểu Biết Của Quý Vị Về An Toàn</p> <p>Để cho việc đi bộ dọc theo Rainier Ave được an toàn hơn quý vị nên:</p> <ol style="list-style-type: none"> dùng miếng kính phản chiếu hoặc đèn vào buổi tối nhớ để cho tất cả những người lái xe nhìn thấy quý vị trước khi quý vị băng qua đường luôn luôn băng qua đường ở những giao điểm hoặc những chỗ dành riêng cho khách bộ hành băng qua đường tất cả những điều trên 	Answer: d, Respuesta: d, Trả lời: d, 答案: d
<p>Test Your Safety Smarts</p> <p>Most crashes happen along Rainier Ave when the weather is:</p> <ol style="list-style-type: none"> raining clear and dry overcast snowing <p>測試您的交通安全智商</p> <p>在 Rainier Ave 上的撞車事故中，大部分是在以下哪種天氣發生的？</p> <ol style="list-style-type: none"> 下雨 晴朗乾燥 陰天 下雪 	<p>Ponga a prueba sus conocimientos sobre la seguridad</p> <p>La mayoría de los choques ocurren a lo largo de Rainier Ave cuando el clima está:</p> <ol style="list-style-type: none"> lluvioso despejado y seco nublado nevado <p>Trắc Nghiệm Sự Hiểu Biết Của Quý Vị Về An Toàn</p> <p>Đa số các vụ đụng xe xảy ra trên Rainier Ave khi trời:</p> <ol style="list-style-type: none"> mưa quang đãng và nắng ráo có mây mù có tuyết rơi 	Answer: b, Respuesta: b, Trả lời: b, 答案: b
<p>Test Your Safety Smarts</p> <p>People are most likely to be killed or badly hurt when a car:</p> <ol style="list-style-type: none"> hits the back of another car hits a non-moving object hits a walker or bike rider hits a parked car <p>測試您的交通安全智商</p> <p>當一輛小汽車發生以下哪種事故時，最有可能導致人們死亡或重傷？</p> <ol style="list-style-type: none"> 撞到另一輛小汽車車尾 撞到快速移動的物體 撞到行人或騎腳踏車者 撞到停泊的小汽車 	<p>Ponga a prueba sus conocimientos sobre la seguridad</p> <p>Es más probable que las personas mueran o sufran lesiones graves cuando un vehículo:</p> <ol style="list-style-type: none"> choca la parte trasera de otro vehículo choca contra un objeto que no está en movimiento atropella a un peatón o ciclista choca contra un vehículo estacionado <p>Trắc Nghiệm Sự Hiểu Biết Của Quý Vị Về An Toàn</p> <p>Người ta rất có thể bị chết hoặc bị thương nặng khi một chiếc xe:</p> <ol style="list-style-type: none"> đụng vào phía sau của một chiếc xe khác đụng vào một vật cố định đụng vào một khách bộ hành hoặc người chạy xe đạp đụng một chiếc xe đang đậu 	Answer: c, Respuesta: c, Trả lời: c, 答案: c

Posters



RAINIER TRAFFIC SAFETY PROJECT

Stop Look Live

Our Mission:
Working together to reduce traffic deaths and injuries along Rainier Avenue South.

www.seattle.gov/rainiersafety

Seattle Citizens / Seattle City / King County / Washington State Department of Transportation / Washington Traffic Safety Commission

SLOW DOWN

Crashes cost.



www.seattle.gov/rainiersafety

SLOW DOWN

643 crashes on Rainier Avenue last year.



www.seattle.gov/rainiersafety

SLOW DOWN

Crashes cost.



www.seattle.gov/rainiersafety

SLOW DOWN


643 crashes on Rainier Avenue last year.



www.seattle.gov/rainiersafety




2007 Billboards



**you JAY
you PAY**

\$56 for a
jaywalking ticket.

www.seattle.gov/rainiersafety




**get the
MESSAGE**

\$124 ticket for texting
while driving

www.seattle.gov/rainiersafety

GIVE 'EM a BRAKE


8 out of 10 walkers hit at 40 mph are killed



www.seattle.gov/rainiersafety

GIVE THEM a BRAKE

8 out of 10 walkers hit at 40 mph are killed



www.seattle.gov/rainiersafety

2008 Billboards

Appendix C Safety Training Modules—Lessons

Traffic Safety Advocate Training Lesson One - Orientation

Learners

- ◆ Volunteers, ages 16 – 75+ with an interest in traffic safety and who live or work along the corridor project

Instructor

Outreach Coordinator

Learning Objectives

By the end of the session, participants will:

1. List the awareness project's desired outcomes
2. List the traffic safety topics targeted by the project
3. Describe the traffic safety advocate's responsibilities
4. Feel comfortable asking the outreach coordinator for help in fulfilling their volunteer responsibilities
5. Describe the contents of the advocate notebook

Materials/Facilities Needed

- ◆ White board or newsprint
- ◆ Markers
- ◆ Advocate notebooks
 - Lesson Plans
 - Handouts
 - PowerPoint
 - Activity Logs
- ◆ Tables/Chairs
- ◆ Large Room
- ◆ Refreshments
- ◆ Evaluation

Time Needed

60 minutes

Location

TBA

Date & Time

TBA

MATERIAL TO COVER	ACTIVITY/ METHOD
<p>Introduction (15 minutes)</p> <ul style="list-style-type: none"> • Outreach Coordinator <ul style="list-style-type: none"> ○ Introduce self, describe background, & one reason this project is exciting ○ Next, do the “My Name” activity with the participants. Start by sharing a story about your name ○ Thank participants for volunteering ○ Let them know they are the heart of the project • Participant introductions – “My Name” activity 	<p>“MY NAME”</p> <p>Ask participants to introduce themselves and tell what they know about why they have their name. It could be the first, middle or nickname.</p>
<p>Main Points (5 minutes)</p> <p>After this session, you will know</p> <ul style="list-style-type: none"> • The project’s desired outcomes • Which traffic safety topics the project will target • What we expect the traffic safety advocates to do • Who the traffic safety advocates can ask for help • What is in the advocates resource notebooks 	<p>List main points on white board or newsprint or PowerPoint</p>
<p>Importance (10 minutes)</p> <p>Why are we training volunteers to act as traffic safety advocates?</p> <ol style="list-style-type: none"> 1. Rainier Avenue has more crashes than other Seattle arterials 2. Over the 3-year period, January 2002 to December 2004, there were 1,743 total crashes 3. Rainier extends almost 8 miles and serves many different users such as: drivers, pedestrians, bus riders, and bicyclists 4. The area is diverse in other ways too <ol style="list-style-type: none"> a. A higher percentage of children and teens (about 25% vs 15%) live in the area compared to the entire city <ol style="list-style-type: none"> i. There are 10 schools along the corridor, including 2 high schools b. Over 60 languages are spoken in the area 	<p>Instructor:</p> <ol style="list-style-type: none"> 1. Ask participants why they think we are training volunteer traffic safety advocates 2. List answers on newsprint or white board 3. Go over participants’ list; add items from list at left that were not listed

- i. English, Spanish, Vietnamese, Somali, Cantonese, and Mandarin are the most common languages spoken
 - c. 12 percent of the population is over age 65
- 5. Rainier serves as “main street” for people in Southeast Seattle

Body of Lesson (25 minutes)

1. Project Outcomes – we hope to accomplish the following with this project
 - a. Increase local people’s awareness about Rainier Avenue’s traffic safety issues
 - b. Increase local involvement in improving traffic safety along Rainier
 - c. Reduce unsafe behaviors among drivers and pedestrians, who travel on Rainier
 - d. Establish a group of traffic safety advocates who live or work along Rainier
 - e. Increase the traffic safety advocates knowledge about traffic safety
 - f. Build the advocates confidence in speaking about traffic safety to friends, neighbors, family, acquaintances, etc....
2. Traffic Safety Topics – based on what we know about the problems along Rainier, we will focus on the following
 - a. Pedestrian safety
 - b. Bus rider safety
 - c. Driver issues
 - d. Seatbelt use

Plus, advocates will learn more about the Rainier Corridor Project, types of crashes seen on Rainier, and the link between traffic safety and physical activity.

3. Traffic Safety Advocates
 - a. Expectations
 - i. Agree to serve as a traffic safety advocate through July 1, 2008
 - ii. Attend the entire traffic safety advocate training
 - iii. Teach one, 30-minute class on each of the issues - **four classes total** - (1) pedestrian/bicycle safety, (2) bus rider safety

Instructor:

1. Ask participants to brainstorm project outcomes
2. List answers on newsprint or white board
3. Go over participants’ list and revise based on the project outcome list at left

Instructor:

1. Ask participants to think about the last time they saw or experienced unsafe behavior while travelling along Rainier
2. Next, ask a couple of participants to share what happened
3. Then ask participants what traffic safety topics they think are important
4. Finally, explain that after looking at the data the Rainier Corridor education committee chose to focus on the topics listed on left

Instructor:

1. Using newsprint or PowerPoint

- (3) driver issues (4) seatbelt use
- iv. Talk to 10 friends, family members, neighbors, or acquaintances about the pedestrian/bicycle safety, bus rider safety, safe driving, seatbelts
- v. Ask the Outreach Coordinator, Craig Page, for help teaching classes or talking about these issues
- vi. Work with Craig Page to schedule classes
- vii. Let Craig Page know after you teach a class or talk to friends/family/neighbors
 - 1. Return log sheet o Craig Page, so he can keep track of advocate activities
- b. Where to get help
 - i. Speak with Craig Page first, 206-465-8373 or page_ca@yahoo.com
 - ii. Craig Page will make sure advocates get the help they need to successfully teach their classes and fulfill the volunteer expectations
- c. Resource notebooks – all advocates receive notebooks. These notebooks have everything needed to teach the classes, track activities, get help, and provide more information to others
 - i. Lesson plans
 - ii. PowerPoint presentations
 - iii. Handouts
 - iv. Contacts for help
 - v. Activity logs
 - vi. Evaluation sheets

and copies of the notebooks, review the expectations, where to get help, and go through the resource notebooks with participants

Summary (5 minutes)

Review the “main points”

- The project’s desired outcomes
- Which traffic safety topics the project will target
- What we expect the traffic safety advocates to do
- Who the traffic safety advocates can ask for help
- What is in the advocates resource notebooks

Instructor:

Quickly review the “main points” by asking participants the following questions:

(1) What are the project outcomes?

(2) Which traffic safety topics will we focus on?

(3) What will the advocates do (i.e. expectations)?

(4) Who will help the advocates? How should you contact him?

(5) What’s in resource notebook?

Lesson One – Orientation Evaluation Form

Date & Location:

Circle the number that best represents your opinion regarding this orientation. We welcome additional comments or suggestions.

Objectives:

By the conclusion of this session, participants will:

1. List the awareness project's desired outcomes
2. List the traffic safety topics targeted by the project
3. Describe the traffic safety advocate's responsibilities
4. Feel comfortable asking the outreach coordinator for help in fulfilling these responsibilities
5. Describe the contents of advocate notebook

Based on the material covered in this session:

	Strongly disagree					Strongly agree				
I can list the awareness project's desired outcomes	1	2	3	4	5					
I can list the traffic safety topics targeted by this project	1	2	3	4	5					
I can describe the traffic safety advocate's responsibilities	1	2	3	4	5					
I feel comfortable asking the outreach coordinator for help in fulfilling these responsibilities	1	2	3	4	5					
I can describe the contents of the advocate notebooks	1	2	3	4	5					
The method used to present the material was effective.	1	2	3	4	5					
The instructor demonstrated mastery of the topic.	1	2	3	4	5					
The instructor was responsive to participant concerns.	1	2	3	4	5					
The instructor was effective at conveying the content.	1	2	3	4	5					

Additional comments on the instructor or session:

Traffic Safety Advocate Training

Lesson Two – Pedestrian Safety

Learners

- ◆ Volunteers, ages 16 – 75+ with an interest in traffic safety and who live or work along the corridor project

Learning Objectives

By the end of the session, participants will:

6. Describe the Rainier Corridor Traffic Safety Project
7. List five safety tips for pedestrians
8. Name one organization they can go to for more information

Instructor

Outreach Coordinator

Materials/Facilities Needed

- ◆ Lap top
- ◆ Projector
- ◆ Lesson Two PowerPoint
- ◆ Tables/Chairs
- ◆ Large Room
- ◆ Refreshments
- ◆ Evaluation
- ◆ Internet connection
- ◆ Advocate Notebooks
- ◆ Flip chart
- ◆ Markers

Time Needed

45 minutes

Location

TBA

Date & Time

TBA

MATERIAL TO COVER	ACTIVITY/ METHOD
-------------------	------------------

Introduction (2 minutes)

- Outreach Coordinator
 - Welcome participants
 - Ask them to introduce themselves
- If Lesson 2 follows the orientation (Lesson 1), skip introductions

Main Points (3 minutes)

After this session, you will be able to

1. Briefly, describe the Rainier Corridor Traffic Safety Project
2. List five safety tips for pedestrians
3. Name one organization to go to for more information on pedestrian safety

Instructor:

List main points on white board, newsprint, or PowerPoint slide

Importance (5 minutes)

Why is this issue important?

First, the good news –

1. Walking is a great way to be active for most people. In fact, public health experts recommend that people walk often.
 - a. *Communities that are more active have reduced rates of heart disease, stroke, and diabetes (TENTATIVE STATEMENT)*
2. In addition, since 1994 pedestrian deaths and injuries have decreased

Instructor:

List statistics on white board, newsprint, or PowerPoint slides and review

However, pedestrian and bicycle safety is still an issue of concern.

On average about 2 pedestrians a month are hit and killed in King County. Even more are severely injured.

1. In 2004
 - a. 24 King County pedestrians died in crashes
 - b. 200 King County pedestrians were hospitalized for injuries
2. On Rainier Avenue, for the three-year period January 2002 through December 2004
 - a. 82 pedestrians were hit by a vehicle
 - i. 8 of these pedestrians died or suffered a critical injury

Body of Lesson (30 minutes)

Warm-up Activity

1. The Rainier Corridor Traffic Safety Project
 - a. In response to the startling number of collisions on Rainier Avenue, the City of Seattle received a grant to reduce collisions on Rainier.
 - b. The City teamed up with the WA Traffic Safety Commission, King County, the WA Department of Transportation, Southeast Seattle residents and business owners, and others to put together and carry out an action plan to make Rainier Avenue safer.
 - c. As part of the Rainier Corridor Traffic Safety Project, we are training volunteers like you about traffic safety on Rainier in hopes that you will tell your friends, family, and acquaintances about how to stay safe while walking, driving, or riding the bus on Rainier and in general.
2. Safety tips for pedestrians
 - a. Walk on sidewalks
 - i. If sidewalks are not available, walk on the left shoulder of the road facing traffic
 - b. Cross at marked crosswalks or intersections – signalized ones are best
 - i. Stop at the curb and look left, right, left for traffic
 1. Make eye contact with drivers before crossing on busy streets
 2. Beware of drivers turning right without stopping
 3. When crossing multiple lanes make sure drivers in all lanes have seen you and stopped
 - ii. Always obey the traffic signals
 1. Cross only when you have a green light or white cross signal
 - c. Wear bright colors or reflective clothing, especially if walking in the dark or at dusk and dawn
 - d. Use a flashlight when walking in the dark
 - e. Wear flashing reflectors when walking in the dark, dawn, or dusk
 - f. Let children play only in areas without traffic

Warm-up Activity

Instructor:

Ask participants to take a minute and think about the last time a car almost hit them while walking or the last time they almost hit a pedestrian. What happened? What should they or the other driver or pedestrian have done?

Ask participants to share their story with the person next to them. Have one or two people share with the group.

Instructor:

A. Give participants 5 minutes to make a list of advice (have them work alone) they would give someone new to Seattle about how to stay safe while walking.

Next, have participants share their advice with the group. List tips on a paper. Add any safety tips they missed.

B. If possible, ask participants to demonstrate safe crossing behavior.

C. Show examples of reflective gear and items. Give samples if possible.

- g. Cross street with children, avoid letting them cross alone
- h. Avoid walking after drinking alcohol. Take a bus, cab, or have a sober friend drive you home

3. Resources for more information

Pedestrian and Bicycle Information Center

<http://www.walkinginfo.org/>

Public Health – Seattle & King County

<http://www.metrokc.gov/health/injury/traffic.htm#pedestrian>

City of Seattle

<http://www.seattle.gov/transportation/pedlinks.htm>

Washington Department of Transportation Bicycling and Walking Program

<http://www.wsdot.wa.gov/bike/>

National Highway Traffic Safety Administration

<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.dfed570f698cabbbf30811060008a0c/>

<http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.810acaee50c651189ca8e410dba046a0/>

Federal Highway Administration

<http://www.fhrc.gov/safety/pedbike/links.htm>

Feet First

<http://www.feetfirst.info/>

Summary (5 minutes)

Review the “main points”

- What is the Rainier Corridor Traffic Safety Project?
- List five safety tips for pedestrians
- Name one organization to go to for more information on pedestrian safety

Instructor:

Show participants the resource list included in their volunteer notebooks.

Ask them:

(1) Have they ever heard of any of these organizations? (2) Contacted any of these organizations? (3) Used any of these websites for information?

Encourage them to visit the websites.

Alternatively, use laptop with an Internet connection to show participants the sites and ask them practice finding the sites.

Instructor:

Quickly review the “main points” by asking participants to answer the questions under the “Summary” section.

List their answers on a flip chart; add any important points they may have missed.

Lesson Two – Pedestrian Safety Evaluation Form

Date & Location:

Circle the number that best represents your opinion regarding this orientation. We welcome additional comments or suggestions.

Objectives:

By the conclusion of this session, participants will:

6. Describe the Rainier Corridor Traffic Safety Project
7. List five safety tips for pedestrians
8. Name one organization they can go to for more information

Based on the material covered in this session:

	Strongly disagree			Strongly agree	
I can describe the Rainier Corridor Project	1	2	3	4	5
I can list five safety tips for pedestrians	1	2	3	4	5
I can name one organization that people can go to for more information about pedestrian safety	1	2	3	4	5
The method used to present the material was effective.	1	2	3	4	5
The instructor demonstrated mastery of the topic.	1	2	3	4	5
The instructor was responsive to participant concerns.	1	2	3	4	5
The instructor was effective at conveying the content.	1	2	3	4	5

Additional comments on the instructor or session:

Traffic Safety Advocate Training

Lesson Three – Bus Rider Safety

Learners

- ◆ Volunteers, ages 16 – 75+ with an interest in traffic safety and who live or work along the corridor project

Learning Objectives

By the end of the session, participants will:

- 9. Describe the Rainier Corridor Traffic Safety Project
- 10. List six safety tips for bus riders
- 11. Name resource to go to or use more information

Instructor

Outreach Coordinator

Materials/Facilities Needed

- ◆ Lap top
- ◆ Projector
- ◆ Lesson Three PowerPoint
- ◆ Tables/Chairs
- ◆ Large Room
- ◆ Refreshments
- ◆ Evaluation
- ◆ Internet connection
- ◆ Advocate Notebooks
- ◆ Flip chart
- ◆ Markers

Time Needed

30 minutes

Location

TBA

Date & Time

TBA

MATERIAL TO COVER	ACTIVITY/ METHOD
-------------------	------------------

Introduction (1 minute)

- Outreach Coordinator
 - Welcome participants
 - Ask them to introduce themselves
- If Lesson 3 follows Lesson 1 or 2, skip introductions

Main Points (1 minute)

After this session, you will be able to

4. Briefly, describe the Rainier Corridor Traffic Safety Project
5. List six safety tips for bus riders
6. Name one organization to go to for more information on riding the bus safely

Instructor:

List main points on white board, newsprint, or PowerPoint slide

Importance (3 minutes)

Why is this issue important?

For the 5-year period 2003 - 2007, Metro Transit reported

- On average, 333 people a year were injured while riding a bus
- 90 people were injured in pedestrian-bus collisions, about 18 people a year
- 7 people were killed in pedestrian-bus collisions

Instructor:

List statistics on white board, newsprint, or PowerPoint slides and review

Body of Lesson (20 minutes)

4. The Rainier Corridor Traffic Safety Project

- a. In response to the startling number of collisions on Rainier Avenue, the City of Seattle received a grant to reduce collisions on Rainier.
- b. The City teamed up with the WA Traffic Safety Commission, King County, the WA Department of Transportation, Southeast Seattle residents and business owners, and others to put together and carry out an action plan to make Rainier Avenue safer.
- c. As part of the Rainier Corridor Traffic Safety Project, we are training volunteers like you about traffic safety on Rainier in hopes that you will tell your friends, family, and acquaintances about how to stay safe while walking, driving, or riding the bus on Rainier and in general.

Instructor:

A. Briefly review the information about the Rainier Corridor project by asking participants to find a partner and take turns describing the project. Observe the interactions and correct any misperceptions. Ask a couple of participants to describe the project to the whole group.

5. Safety tips for bus riders

- a. Never attempt to board a moving bus.
- b. Never run after a bus or alongside a bus to get it to stop.
 - i. This is when most customer accidents happen.
 - ii. Slips, trips, and falls are the most common cause of injuries.
 - iii. Drivers turn their attention to the road and traffic once the bus is moving. They may not be able to see you, and you could be putting yourself and others at serious risk.
- c. Never cross in front of a Metro bus at a bus stop.
 - i. Wait until the bus leaves the stop, and then cross carefully.
- d. Never assume the bus operator sees you.
 - i. On the street, anything from lampposts, newsstands, and double-parked vehicles can cause blind spots and/or obscure the bus operator's view.
- e. Never cross the street between parked cars.
 - i. When you walk between parked cars into traffic, you might not be visible to drivers.
 - ii. Walk defensively. Cross at the corner, when the traffic sign indicates you can go.
- f. Stand back as the bus gets closer.
 - i. The natural response may be to get nearer to the curb as your bus comes into view.
 - ii. It is much safer to move a few steps back until the bus comes.
 - iii. Allow passengers to exit the bus before boarding.

6. Resources for more information

- King County Metro Transit – “How to Ride A Bus”
<http://transit.metrokc.gov/tops/bus/howride.html#video>
- “Ride Right – The Metro Transit Code of Conduct”
Brochure

Summary (5 minutes)

Review the “main points”

- What is the Rainier Corridor Traffic Safety Project?
- List six safety tips for bus riders
- Name one resource for more information

B. Ask participants to make a list of safety tips for bus riders. Next, have participants share their advice with the group. List tips on a paper. Add any safety tips they missed.

Instructor:

Show participants the handout and brochure from their notebooks. Encourage them to visit the website. Alternatively, use laptop with an Internet connection to show participants the sites and ask them practice finding the sites.

Instructor:

Quickly review the “main points” by asking participants to answer the questions under the “Summary” section. List their answers on a flip chart; add any important points they may have missed.

Lesson Three – Bus Rider Safety Evaluation Form

Date & Location:

Circle the number that best represents your opinion regarding this orientation. We welcome additional comments or suggestions.

Objectives:

By the conclusion of this session, participants will:

- 9. Describe the Rainier Corridor Traffic Safety Project
- 10. List six safety tips for bus riders
- 11. Name resource to go to or use more information

Based on the material covered in this session:

	Strongly disagree			Strongly agree	
I can describe the Rainier Corridor Project	1	2	3	4	5
I can list six safety tips for bus riders	1	2	3	4	5
I can name one resource that bus riders can go to for more safety information	1	2	3	4	5
The method used to present the material was effective.	1	2	3	4	5
The instructor demonstrated mastery of the topic.	1	2	3	4	5
The instructor was responsive to participant concerns.	1	2	3	4	5
The instructor was effective at conveying the content.	1	2	3	4	5

Additional comments on the instructor or session:

Traffic Safety Advocate Training

Lesson Four – Driver Issues

Learners

- ◆ Volunteers, ages 16 – 75+ with an interest in traffic safety and who live or work along the corridor project

Instructor

Outreach Coordinator

Learning Objectives

By the end of the session, participants will:

1. Describe why this topic is important
2. List one leading cause of disabling injury crashes on Rainier Avenue
3. List the leading cause of fatal crashes on Rainier Avenue
4. Brainstorm actions to reduce injury and death crashes

Materials/Facilities Needed

- ◆ Lap top
- ◆ Projector
- ◆ Lesson Four PowerPoint
- ◆ Tables/Chairs
- ◆ Large Room
- ◆ Refreshments
- ◆ Evaluation
- ◆ Internet connection
- ◆ Advocate Notebooks
- ◆ Flip chart
- ◆ Markers

Time Needed

45 minutes

Location

TBA

Date & Time

TBA

MATERIAL TO COVER	ACTIVITY/ METHOD
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Introduction (1 minute)

- Outreach Coordinator
 - Welcome participants
 - Ask them to introduce themselves
- If Lesson 4, follows Lesson 1, 2 or 3, skip introductions

Main Points (1 minute)

After this session, you will be able to

1. Describe why this topic is important
2. List one leading cause of disabling injury crashes on Rainier Avenue
3. List the leading cause of fatal crashes on Rainier Avenue
4. Brainstorm actions to prevent deadly crashes on Rainier Avenue

Instructor:

List main points on white board, newsprint, or PowerPoint slide

Importance (3 minutes)

Why is this important?

6. Rainier Avenue has more crashes than any other Seattle arterial
7. Over the 3-year period, January 2002 to December 2004, there were 1,743 total crashes
8. If we positively change driver behavior, we can significantly reduce all collisions on Rainier, particularly the injury and death crashes

Instructor:

Review the three points on why this topic is important. Next, ask participants why they think this topic is important. List their reasons on whiteboard or newsprint paper.

Body of Lesson (35 minutes)

1. Leading causes of disabling injury crashes (on Rainier, January 2002 – December 2004)
 - a. Failing to yield (*477 crashes*)
 - b. Following to close (*306 crashes*)
 - c. Inattention (*289 crashes*)
 - d. Disregarding Signals (*74 crashes*)
 - e. Speeding (*65 crashes*)
 - f. Driving under the influence of alcohol (*34 crashes*)
 - g. Improper Turning (*46 crashes*)
 - h. Failing to yield to a pedestrian or cyclist (*41 crashes*)

Instructor:

A. Ask participants to break into two small groups.

- Give one group a piece of newsprint with the heading “Serious Injury Crashes”
- Give the other group a piece of newsprint with the heading “Fatal Crashes”

Ask the groups to list, in order, the top five leading causes of disabling injury and fatal crashes on Rainier.

Convene the larger group and go over

2. Leading causes of fatal crashes (on Rainier, January 2002 –

December 2004)

- a. Driving under the influence of alcohol
- b. Speeding
- c. Failing to yield
- d. Failing to yield to a pedestrian or cyclist
- e. Inattention

their lists. Compare participant list to the list based on the data (on left).

Give total crash numbers for causes if participants ask.

B. Show clip of November 16, 2007 crash on Rainier Avenue then initiate a dialogue with participants.

Ask:

- What did you see?
- What did this clip make you think about?
- What do you think happened?
- What if this happened to someone you know?
- How possible is it to prevent crashes?
- What can we, in this room, do about crashes?
- What specific actions can we take?
- What would be our first step?

Note responses on newsprint or regular paper.

Review and summarize responses at the end of the dialogue.

Summary (5 minutes)

Review the “main points”

1. Why is this topic important?
2. What are the leading causes of disabling injury crashes on Rainier Avenue?
3. What are the leading causes of fatal crashes on Rainier Avenue?
4. What specific actions can we, as individuals or a group, take to prevent these deadly crashes?

Instructor:

Quickly review the “main points” by asking participants to answer the questions under the “Summary” section.

List their answers on a flip chart; add any important points they may have missed.

Lesson Four – Driver Issues

Evaluation Form

Date & Location:

Circle the number that best represents your opinion regarding this orientation. We welcome additional comments or suggestions.

Objectives:

By the conclusion of this session, participants will:

1. Describe why this topic is important
2. List one leading cause of disabling injury crashes on Rainier Avenue
3. List the leading cause of fatal crashes on Rainier Avenue
4. Brainstorm actions to reduce injury and death crashes

Based on the material covered in this session:

	Strongly disagree			Strongly agree	
I can describe why this topic is important	1	2	3	4	5
I know one leading cause of disabling injury crashes on Rainier Avenue	1	2	3	4	5
I know the leading cause of fatal crashes on Rainier	1	2	3	4	5
I can describe one action I can take to reduce death and injury crashes on Rainier Avenue	1	2	3	4	5
The method used to present the material was effective.	1	2	3	4	5
The instructor demonstrated mastery of the topic.	1	2	3	4	5
The instructor was responsive to participant concerns.	1	2	3	4	5
The instructor was effective at conveying the content.	1	2	3	4	5

Additional comments on the instructor or session:

Traffic Safety Advocate Training

Lesson Five – Seatbelts

Learners

- ♦ Volunteers, ages 16 – 75+ with an interest in traffic safety and who live or work along the corridor project

Learning Objectives

By the end of the session, participants will:

- 12. Describe the importance of wearing a seatbelt
- 13. List one consequence of not wearing a seatbelt
- 14. List and describe the different safety restraints for adults, children, and babies

Instructor

Outreach Coordinator

Materials/Facilities Needed

- ♦ Tables/Chairs
- ♦ Large Room
- ♦ Refreshments
- ♦ Evaluation
- ♦ Advocate Notebooks
- ♦ Flip chart
- ♦ Markers
- ♦ Parking area
- ♦ Vehicle
- ♦ Car seat
- ♦ Booster seat
- ♦ Seat belts

Time Needed

30 minutes

Location

TBA

Date & Time

TBA

MATERIAL TO COVER	ACTIVITY/ METHOD
-------------------	------------------

Introduction (1 minute)

- Outreach Coordinator
 - Welcome participants
 - Ask them to introduce themselves
- If Lesson 5, follows Lesson 4 skip introductions

Main Points (1 minute)

After this session, you will be able to

1. Describe the importance of wearing a seatbelt
2. List one consequence of not wearing a seatbelt
3. List and describe the different safety restraints for adults, children, and babies

Instructor:

List main points on white board or newsprint

Importance (3 minutes)

Why is this important?

3. Researchers have proven that wearing a seatbelt protects against injury and death in car crashes
 - a. Researchers have also found that car seats and booster seats protect babies and children from death and injury in car crashes
4. Washington law says you must wear a seatbelt.
 - a. If you do not wear one, the police can stop you and charge a fine of \$124
 - b. When kids are in cars, it is the law that they ride in the right kind of seat.
 1. Police can stop you and charge you \$124 per child if they are buckled incorrectly

Instructor:

Ask participants to share their thoughts on why this topic is important.

List their ideas on a flip chart or white board. Add items from the "Importance section," that were not listed.

Body of Lesson (20 minutes)

1. Seat Belts
 - a. Most adults in Washington wear seatbelts.
 - i. WA seat belt surveys found 96 out of 100 persons observed wore a seatbelt while driving or riding in a car.
 - ii. However, in Washington, the following groups are less likely to buckle-up:
 1. Pick-up truck drivers and their passengers
 2. People living in rural areas
 3. People of Hispanic or Latino

Instructor:

A. Ask participants to find a partner and answer the following questions:

1. In Washington, how many people out of 100 wear seatbelts?
2. Which groups of people are less likely to wear seatbelts?

ancestry

4. People of Native American ancestry

5. Teenagers

- b. Always wear a seatbelt when driving or riding in a car
 - i. Most car crashes happen close to home, so wear seat belts on every trip, no matter how short
 - ii. In a crash, a seatbelt prevents you from being thrown out of the car or from being knocked unconscious inside the car
- c. Seatbelts only work when worn correctly
 - i. Wear the shoulder strap as designed – in front of your body – with the lap belt over your hipbones
 - ii. Never put it behind your back or under your arm
- d. Children ages 12 and under should always ride in the back seat and be buckled-in with a seatbelt, booster seat, or car seat (depending on their age)

2. Child Car Seats

- a. Car crashes are the most common cause of death and injury for children
- b. Child car seats keep kids much safer than seat belts alone
 - i. These seats hold children in by a harness and are attached to the car with the seat belt
- c. Babies must ride in rear-facing child car seats until at least one year of age
- d. Kids', ages one to at least four, must ride in a forward facing child car seat
- e. Complete child car seat safety information can be found at www.800buckleup.org or by calling (800) BUCK-L-UP – (800) 282-5587.

3. Booster Seats

- a. Booster seats keep older kids much safer than seat belts alone
- b. Booster seats must be used by children who are too big for child car seats but not big enough for seat belts
 - i. This includes kids from around ages 4 to

Next, reconvene the group and have them share their thoughts. List their answers on a white board or flip chart paper. Correct any misconceptions.

B. Review the seat belt information then ask participants to picture someone they know who does not wear a seatbelt. Ask them, "why?" List the reasons on white paper.

Next, ask participants to give counterpoints for each barrier they listed. Include the counterpoints listed under "Body of Lesson," bullet one. Ensure that the group arrives at a counterpoint for each barrier.

C. Review the car seat and booster information. Then bring participants to a vehicle in a safe area of a parking lot to demonstrate, proper use of a seat belt, a car seat, and booster seat.

8

- c. Booster seats do not attach to the car like child car seats.
 - i. The seat belt is buckled over the child as they sit on the booster seat
 - ii. The booster seat positions the child so the seat belt fits properly—the shoulder strap will run diagonally across the center of the chest and the lap belt will be low and snug across the hips, not up on the belly
- d. Never place the shoulder strap under the arm or behind the back when a child is in a booster seat.

Summary (5 minutes)

Review the “main points”

1. Why is it important to wear a seatbelt?
2. What is one consequence of not wearing a seatbelt?
3. What are the different safety restraints for adults, children, and babies?

Instructor:

Quickly review the “main points” by asking participants to answer the questions under the “Summary” section.

List their answers on a flip chart; add any important points they may have missed.

Lesson Five – Seatbelts, Car Seats, and Booster Seats Evaluation Form

Date & Location:

Circle the number that best represents your opinion regarding this orientation. We welcome additional comments or suggestions.

Objectives:

By the conclusion of this session, participants will:

1. Describe the importance of wearing a seatbelt
2. List one consequence of not wearing a seatbelt
3. List and describe the different safety restraints for adults, children, and babies

Based on the material covered in this session:

	Strongly disagree			Strongly agree	
I can describe why wearing a seat belt is important	1	2	3	4	5
I can list one consequence of not wearing a seatbelt	1	2	3	4	5
I can list and describe the different safety restraints for people of various ages	1	2	3	4	5
The method used to present the material was effective.	1	2	3	4	5
The instructor demonstrated mastery of the topic.	1	2	3	4	5
The instructor was responsive to participant concerns.	1	2	3	4	5
The instructor was effective at conveying the content.	1	2	3	4	5

Additional comments on the instructor or session: